

Syllabus

Rhode Island Teachers & Technology Initiative Online Course - Spring 2011

Rhode Island Department of Education

Instructors:

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- **Office Hours:** *By Appointment/Online*

Course Websites:

- Rhode Island Electronic Portfolio System (RIEPS) <http://rieeps.rsmart.com/xsl-portal>
RIEPS will be used for weekly discussion forum posts and for uploading the RI Unit of Study template and supporting documents.
- RITTI Online Wiki: <http://rittionline.wikispaces.com/>
You will need to check this wiki weekly in order to view weekly course modules and assignments. You will not need to join the wiki. Video tutorials and references will be linked within the course wiki.
- Your own personal website you will create to house weekly course assignments.

Prerequisites:

Successful school grant application and Rhode Island Department of Education (RIDE) approval.

Course Dates:

- Face-to-Face meeting: Saturday, March 12: 8:00 - 11:30 a.m.
- Week one: Sunday, March 13 - Saturday, March 19.
- Week two: Sunday, March 20 - Saturday, March 26
- Week three: Sunday, March 27 - Saturday, April 2
- Week four: Sunday, April 3 - Saturday, April 9
- Week five: Sunday, April 10 - Saturday, April 16
- Week six: Sunday, April 24 - Saturday, April 30
- Unit of Study and supporting materials uploaded to RIEPS by Wednesday, April 27
- Units of Study peer responses posted by Saturday, April 30.

Course Description:

The 2011 Model Classroom Grant (MCG) is an effort by RIDE, in conjunction with the University of Rhode Island, to assist schools in acquiring, interconnecting, implementing and integrating appropriate technology tools effectively with curricula and instruction that are aligned with GLEs, GSEs and State content standards. The professional development for MCG will focus on incorporating best practices in teaching, learning, and technology to enhance student outcomes for the following programs:

- The Technology Infused Elementary School Classroom
- The Technology Infused Middle School Classroom

Specifically, the MCG training intends to ...

- develop collegial networks through collaborative learning environments, mentor/mentee relationships, and interdisciplinary project work.
- support participant creation of units of study that integrate technology through the teaching and learning cycle and that support student progress.
- allow participants to explore and practice with technologies that will support student-centered classroom activities and assessments.

The Model Classroom Grant is funded through the federal Enhancing Education through Technology (E2T2) program and the American Recovery and Reinvestment Act (ARRA) of 2009. This year, approximately \$2.0 million dollars has been awarded to reach four hundred classroom teachers from fifty-five Rhode Island public schools and seventeen districts.

Course Organization:

This course will be delivered entirely online through the course management system RIEPS and our course wiki <http://rittionline.wikispaces.com/>. You will use your RIEPS account to login to the course from the [RIEPS home page \(http://rieips.rsmart.com/xsl-portal\)](http://rieips.rsmart.com/xsl-portal)). To report a problem with RIEPS, email your instructor.

Using RIEPS and the course wiki, you will access online lessons, course materials, and resources. At designated times throughout the course, we will participate in a blend of self-paced and group-paced activities using internet-based technologies. Activities may consist of chat, discussion forums, email, wikis, and using the RIEPS assignment tool to develop a RI Unit of Study. Course activities will be used to support teachers as they develop technology rich units of study. Participants will also learn how to use these technology tools to support student learning.

Required Texts:

- RIDE Grade Span Expectations (GSEs) <http://www.ride.ri.gov/instruction/gle.aspx>
- RIDE Grade Level Expectations (GLEs) <http://www.ride.ri.gov/instruction/gle.aspx>
- Suggested:
Common Core State Standards (CCSS) <http://www.corestandards.org/>

Technology Requirements:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to RIEPS
- Web camera / document camera. An IPEVO Point to View camera will be provided to every participant.
- Email account
- Browser Application

Grading:

In order to receive the grant award from RIDE, participants are required to:

1. Complete all online activities* as outlined in the course calendar.
2. Complete the Unit of Study, and all related materials.

**The online tracking tool in RIEPS will be used to monitor participation in discussion and chat sessions.*

**Make sure that you are proactive in informing your instructor when difficulties arise so that we can help you find a solution.*

Learning Objectives:

The primary learning objective for this course is for classroom teachers to create a RI Unit of Study that reflects students' use of technology throughout the learning process.

The RI Unit of Study should reflect:

- the classroom teacher's use of technology during preparation for instruction and application of instruction.
- the students use of technology to prepare for learning, as they're learning, and to show what they know and are able to do in relation to the RI Unit of Study.

The list below outlines the major course objectives:

- Create a standards-based RI Unit of Study.
- Create activities and assessments that students complete using technology.
- Review a variety of technology tools.

You will meet the objectives listed above through completion and participation in course activities.

Participation Criteria for Online Discussion:

Online discussion is an important part of this online class learning experience. As part of the course requirements, you will be asked to post answers to weekly discussion forum questions as well as respond to the discussion forum posts of others.

Expectations for discussion forum posts:

- Comprehensive, reflective, and substantive sharing of information
- Where applicable, use references to literature, readings, or personal experience to support your comments
- Responses to others should be respectful, constructive, and specific
- Build on ideas of other postings and stimulate additional thought about the topic

Course Calendar:

All assignments for this course will be submitted electronically through your personal website you will develop unless otherwise instructed. Assignments must be submitted by the given deadline.

Week One Module: Sunday, March 13 - Saturday, March 19**Assignments and Discussion Posts due by Saturday, March 19**

RI Unit of Study assignment:

- Read and review the Essential Questions PowerPoint posted linked from our course wiki: <http://rittionline.wikispaces.com/>
- Complete the following sections of the Unit of Study on <http://rittionline.wikispaces.com/> using the link on the Unit of Study Page Template page: Overall days, Discipline / Content Area Focus, Grade level, Discipline Content, Processes, and Essential Questions.

Technology Assignment:

- **Websites:** Create an online portfolio of your weekly course work using one of these three options: Yola, Weebly or Google Sites. If you already have a personal website, you can post your weekly course assignments there. You will be using the site you create each week as a place to house your work.
- **Assignment:** Create your site and include a written introduction on your site.
- **Assignment:** Now use Blabberize to introduce yourself to the class; what do you teach, what are your hobbies, etc. Post the Blabberize to your website.

Discussion Forum Posts:

- Discussion forum 1: Post your Essential questions to the discussion forum. Provide feedback to at least two other participants about their posted essential questions.
- Discussion forum 2: Post your website link. What are the possible benefits of using a website as a teaching tool for your students? List at least three specific benefits.

Week Two Module: Sunday, March 20 - Saturday, March 26

Assignments and Discussion Posts due by Saturday, March 26

RI Unit of Study assignment:

- Assignment: Complete the Standards Activity Worksheet posted on the course wiki. Make sure you look at the Standards Activity Sample. Post the completed worksheet to your personal website.
- Complete the following sections of the Unit of Study on <http://riftonline.wikispaces.com/> using the link on the Unit of Study Page Template page: GLEs / GSEs, Notes, Clarifications and prerequisites regarding standards, and Additional Learner Outcomes.

Technology assignments:

- **Tools for Teaching:** Thinkfinity, Teacher Tube, You Tube, Zamzar, etc.
- **Assignment:** You Tube is blocked at most public schools. You Tube is a valuable resource. Search You Tube to locate a video that would help students better understand a concept you are trying to teach (a video that supports your Unit of Study would be better!). Use a file converter website (see course wiki for list) to convert the identified YouTube video so that you can play the video at school. Post the converted video to your RIEPS folder.
- **Assignment:** Go to www.thinkfinity.org/ Using the resources available on Thinkfinity, complete the Scavenger Hunt assignment posted on RIEPS.

Discussion Forum Posts:

- Discussion forum 3: You have completed the Standards Activity worksheet and posted it to your personal website. What are the instructional implications that result from the change in the GLE / GSE you are addressing in your Unit of Study? Post your findings to the discussion forum.
- Discussion forum 4: List two resources from Thinkfinity and two video links from Teacher Tube. Explain how you will use each of these resources with your students. Provide descriptions and direct links in your post so others can benefit from the resources you found.

Week Three Module: Sunday, March 27 - Saturday, April 2

Assignments and Discussion Posts due by Saturday, April 2

RI Unit of Study assignment:

- Complete the following sections of the Unit of Study on <http://rittionline.wikispaces.com/> using the link on the Unit of Study Page Template page: Taught Curriculum, Resources and Materials.

Technology assignment:

- **Digital Storytelling:** *Digital Storytelling is the practice of using computer-based tools to tell stories. As with traditional storytelling, most digital stories focus on a specific topic and contain a particular point of view. Digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips and/or music. Digital stories can vary in length, but most of the stories used in education typically last between two and ten minutes. The topics that are used in Digital Storytelling range from personal tales to the recounting of historical events, from exploring life in one's own community to the search for life in other corners of the universe, and literally, everything in between.* <http://digitalstorytelling.coe.uh.edu/>
- **Assignment:** Create a digital story that models what you would ask of your students using any of the following and post it to your personal website. (This would be a good time to create something related to your Unit of Study) Movie Maker, Flip, Photo Story, [animoto](#), [voice thread](#), Kerpoof, Little [Bird Tales](#)

Discussion Forum Posts:

- Discussion forum 5: This week you've thought about the resources and materials necessary for your Unit of Study. New equipment and technology creates classroom management challenges. It may be a challenge you welcome, but it does require thought and planning to integrate technology in a purposeful way. What are your thoughts about this challenge and how might your classroom look different?
- Discussion forum 6: Digital storytelling is a very powerful way for students to present their ideas. Watch at least one of the student samples posted on the wiki for ideas. How could your students create a product using digital story telling? Give three examples.

Week Four Module: Sunday, April 3 - Saturday, April 9

Assignments and Discussion Posts due by Saturday, April 9

RI Unit of Study assignment:

- Complete the following sections of the Unit of Study on <http://rittionline.wikispaces.com/> using the link on the Unit of Study Page Template page: Key vocabulary, differentiation strategies (for all student learners), Depth

of Knowledge, Institute for Learning (IFL) Strategies / Research based Strategies, and Teaching Strategies.

Technology assignment:

- **Collaboration tools:** CarryoutText, Wiki, Blogs, [Wallwisher](#), [glogster](#), Google Apps, TodaysMeet, Edmondo, etc. (see expanded list on course wiki).
- **Assignment:** Explore the collaboration tools.
- **Presentation tools:** Podcast, Vodcast, Prezi, Voki, Carryout Text, Sliderocket etc. (see expanded list on course wiki).
- **Assignment:** Choose one of the presentation tools listed on the course wiki to create a sample presentation. This sample should serve as a model for students. This would be a good time to create something related to your Unit of Study. Remember, this is about your students using these presentation tools; not you!

Discussion Forum Posts:

- Discussion forum 7: Describe (using DOK language) how your Unit of Study tasks require students to reach deeper levels of thinking (DOK 3 or 4).
- Discussion forum 8: You have explored the collaboration tools. Share your favorite and explain how you would use this with your students.

Week Five Module: Sunday, April 10 - Saturday, April 16

RI Unit of Study assignment:

- Complete the following sections of the Unit of Study on <http://rittionline.wikispaces.com/> using the link on the Unit of Study Page Template page: Complete the following sections of the Unit of Study using the link in Google Docs that was sent to you by your instructor: Rubrics and performance assessments. **Your instructor will provide feedback so you can make revisions prior to uploading your completed Unit.**

Technology assignment:

- **Tools to help with writing: Graphic organizers.** Examples of graphic organizers include but are not limited to Inspiration, (you can download a 30 day trial), [Webspiration](#), Mindmeister, Wisemapping, etc.
- **Tools to help with writing: Written publications.** Examples of publication software include but are not limited to Wordle, MS Word, MS Publisher, Google docs, Open Office, Blogs, Wikis, [Toon Doo](#), [Comic Creator](#), [Tika Tok book publishing](#), etc.
- **Assignment:** Create a Venn diagram using a digital graphic organizer (Inspiration, Webspiration, Mindmeister or Wisemapping) to compare and contrast two different technology tools for writing (examples listed above). Upload

the finished Venn diagram to your personal website. See example on course wiki.

Discussion Forum Posts:

- Discussion forum 9: Identify two different types of technology new to you this week. Provide at least three detailed examples of how you might incorporate each of these technologies with your students.
- Discussion forum 10: You have reviewed a variety of technology tools. Discuss how you plan to incorporate at least ONE of these technologies in your classroom in September. How will this technology change your teaching? How will this technology change your classroom?

Week Six Module: Sunday, April 24 - Saturday, April 30

RI Unit of Study and supporting materials uploaded to RIEPS by Wednesday, April 27

RI Units of Study peer responses posted by Saturday, April 30.

You will be asked to review and respond to your classmates Unit of Study Templates.

More will be explained on the course wiki.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check <http://rittionline.wikispaces.com/> for corrections or updates to the syllabus.